

11-10-2008

University of Northern Iowa Faculty Senate Meeting Minutes, November 10, 2008

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SUMMARY OF FACULTY SENATE MEETING

11/10/08

CALL TO ORDER

Chair Wurtz called the meeting to order at 3:20 P.M.

APPROVAL OF THE MINUTES

Motion to approve the minutes of the 10/27/08 meeting by Senator Hotek; second by Senator Neuhaus. Motion passed with one abstention.

CALL FOR PRESS IDENTIFICATION

No press present.

COMMENTS FROM INTERIM PROVOST LUBKER

Interim Provost Lubker noted that since telling the Senate that he would update them on UNI's diversity efforts put forth by President Allen, Vice President for Educational and Student Services Terry Hogan has sent out a memo on this campus wide. Copies of "Breakthrough Advances in Faculty Diversity by the University Leadership Council's National Best Practice Report, a report that looked at 150 universities, taking out of those the best practices for improving faculty diversity were available for senators

Interim Provost Lubker reported the first mistake in diversity planning is to have a single broad plan run from the top. UNI has implemented a plan for each college to have their own diversity committee that will interface with the other committees.

COMMENTS FROM FACULTY CHAIR, JESSE SWAN

Chair Wurtz noted that Faculty Chair Swan would not be at today's meeting.

COMMENTS FROM CHAIR, SUSAN WURTZ

Chair Wurtz stated that she has been in contact with people on Committee on Committees and will be assessing exactly where we stand. This may be brought to the Senate for discussion as some of those committees belong to the Senate and we should look at their charge, as well as what they have actually been doing.

NEW BUSINESS

Presentation of Recognition Plaques

Chair Wurtz stated that this is a wonderful thing the Senate does in recognizing faculty members for service. Recognized for service were: Paul Gray, College of Natural Sciences, 2005 - 2008; Michael Licari, College of Social and Behavioral Sciences, 2005 - 2008, and serving as Faculty Senate Chair 2007 - 2008; Sue Joseph for serving as Faculty Chair, 2005 - 2007; Ira Simet for serving as Faculty Chair, 2007 - 2008; and David Christensen, College of Education, 2005 - 2008.

Iowa Board of Regents President David Miles

Chair Wurtz introduced Regents President David Miles.

Regent Miles thanked the Senate for the opportunity to speak today and noted that it's been a great pleasure to work with the UNI faculty and administration since joining the Board of Regents (BOR).

Regent Miles stated that he would cover three topics this afternoon. First, he noted he accepted the appointment to the BOR because he views higher education as a profoundly important and powerful agent for both individual and societal development.

Secondly, he shared his perspective on shared governance noting that the sole of any university is its academy, and that he embraces governance because it acknowledges the central role of the faculty as well as the simple truth that our universities will excel only if the BOR, the administration, faculty and students individually and collectively, through elected bodies such as this Faculty Senate, embrace the spirit of collaboration and work together in a cooperative and interdependent way.

Thirdly, Regent Miles outlined the four priorities for the current academic year for the BOR. First is to develop and adopt a new strategic plan by April 30, 2009. The second 2008 -

2009 initiative is to develop a professional communication plan that more effectively articulates the positive impact and value of Iowa's public universities and special schools to the state of Iowa. The third initiative is in the area of affordability and financial aid as over the last several years an erosion in public support for higher education, both at federal and state levels has occurred, and the current level of student debt is critical. The final initiative is an integrated and collaborative effort toward sustainability.

An open discussion with Senators followed.

CONSIDERATION OF DOCKETED ITEMS

878 Emeritus status Request, James F. Fryman, Department of Geography, effective 6/08

Motion to approve by Senator Bruess; second by Senator Mvuyekure. Motion passed.

Docket Item #879 Report and Recommendations on Research/Scholarly Activities, which was tabled at the last meeting, will be addressed at the next meeting due to insufficient time remaining.

Docket Item #880 Diversity of Faculty/Staff and Students at UNI, which the Senate received and felt that more time was needed to think about what action they would take will also be addressed at the next meeting.

OTHER DISCUSSION

ADJOURNMENT

DRAFT FOR SENATOR'S REVIEW

MINUTES OF THE UNIVERSITY FACULTY SENATE MEETING
11/10/08
1654

PRESENT: Megan Balong, Gregory Bruess, Phil East, Jeffrey Funderburk, Deirdre Heistad, Doug Hotek, Julie Lowell, James Lubker, David Marchesani, Pierre-Damien Mvuyekure, Chris Neuhaus, Steve O'Kane, Katherine van Wormer, Susan Wurtz

Becky Hawbaker was attending for Donna Schumacher-Douglas and Susan Hill was attending for Jerry Soneson

Absent: Mary Guenther, Bev Kopper, Phil Patton, Jerry Smith, Jesse Swan, Michele Yehieli

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COMMENTS FROM INTERIM PROVOST LUBKER

Interim Provost Lubker noted that since telling the Senate that he would update them on UNI's diversity efforts put forth by President Allen, Vice President for Educational and Student Services Terry Hogan has sent out a memo on this campus wide. He has copies of "Breakthrough Advances in Faculty Diversity by the University Leadership Council's National Best Practice Report available for senators, noting that UNI belongs to the University Leadership Council. This particular report looked at 150 universities, taking out of those the best practices for improving faculty diversity and including them in this report.

In talking about big mistakes in diversity planning, Interim Provost Lubker reported, the first mistake is to have a single broad plan run from the top. In doing so, you lose all the support from faculty, colleges, and department heads because

they don't feel as though they have any ownership in it. What UNI has implemented is for each college to have their own diversity committee that will interface with the other committees. The deans have taken this to heart and are in the process of setting up their own diversity councils in each college. He believes that we really have a chance to make this work.

COMMENTS FROM FACULTY CHAIR, JESSE SWAN

Chair Wurtz noted that Faculty Chair Swan would not be at today's meeting.

COMMENTS FROM CHAIR, SUSAN WURTZ

Chair Wurtz stated that she has been in contact with people on Committee on Committees and they are discussing getting together to assess exactly where we stand with committees to get an accurate picture. This may be brought to the Senate for discussion as some of those committees belong to the Senate and we should look at their charge, as well as what they have actually been doing.

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Chair Wurtz and the Senate thanked Paul Gray, College of Natural Sciences, for his contributions to the Faculty Senate, 2005 - 2008.

Chair Wurtz and the Senate thanked Michael Licari, College of Social and Behavioral Sciences, for his contributions to the Faculty Senate, 2005 - 2008, and serving as Faculty Senate Chair 2007 - 2008.

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Chair Wurtz and the Senate thanked Ira Simet for serving as Faculty Chair, 2007 - 2008.

Chair Wurtz and the Senate thanked David Christensen, College of Education, for his contributions to the Faculty Senate, 2005 - 2008.

Iowa Board of Regents President David Miles

Chair Wurtz introduced Regents President David Miles.

Regent Miles thanked the Senate for the opportunity to speak today. He noted that he is formally from Charles City and has many friends and family that attended UNI, and it's been a great pleasure to work with the UNI faculty and administration since joining the Board of Regents (BOR).

Regent Miles stated that he will be making brief remarks and would then like to take questions and comments from the Senate.

Regent Miles thanked the Senate and the entire UNI faculty for the critical role they play in making real UNI's long-standing commitment to student learning and excellence in teaching. He also expressed his deep appreciation to President Allen for his leadership at UNI; UNI is fortunate, as is the state of Iowa, to have an individual of his caliber at the helm of one of the nation's finest public comprehensive universities. He also thanked our legislators, legislative leadership and governor for their continued financial support and commitment to higher education in Iowa.

Regent Miles stated that he would like to cover three topics this afternoon. First, he would like to share why he accepted the appointment to the BOR, which is pretty simple. He views higher education as a profoundly important and powerful agent for both individual and societal development. From an individual perspective, higher education creates opportunities for personal development that are truly transformative. Howard Bowen, who wrote extensively on higher education, and was the fourteenth President of the University of Iowa, put it well when he wrote that "the chief product of higher education, learning in all its manifestations, consists primarily of changes in people, changes in their behavior, changes in their knowledge and their characteristics. But the impact of higher education is confined neither to the college campus nor simply to individuals." Dr. Bowen also observed "these changes are

generated in the first instance by instruction, research and public service. But learning may set in motion a dynamic process leading to further changes in people and also to broad social changes. In short, this collective endeavor, which we term higher education, is of manifest and lasting significance. If one desires to impact individuals in society for the better, in this case, Iowa and it's citizens, then there is no greater opportunity than through Iowa's public universities."

In light of the important role of this body, the Faculty Senate, within the university, he noted he would be remiss if he didn't take a moment to state his perspective on shared governance. He had a few lively discussions on this with former BOR President Marvin Pomerantz before he passed away. The concept of shared governance is not widely understood outside academic circles, and largely, in his view, due to a lack of understanding it's not uncommon for those from the business community in which he's from to express concern about what they perceive to be an inordinately high degree of influence by the faculty in the operation of the university. He doesn't share this concern, and in fact, quite the contrary. As many may know, he is nearing thirteen years of board service in higher education. If those years have taught him anything it is that the sole of any university is its academy, who are truly the keepers of the flame, the institution memory and well as the guardians of the academic standards and culture of our institutions. He embraces our governance because it acknowledges the central role of the faculty as well as the simple truth that our universities will excel only the BOR, the administration, faculty and students individually and collectively through elected bodies such as this Faculty Senate embrace the spirit of collaboration and work together in a cooperative and interdependent way.

Thirdly, Regent Miles outlined the four priorities for the current academic year for the BOR. First is to develop and adopt a new strategic plan by April 30, 2009. The existing plan went from 2004 - 2009. This process began a couple of weeks ago with an initial meeting in Ames to address what path our universities and special schools will take in the coming years. The process is designed to encourage participation and input from all constituencies of the Regent institutions. He is looking forward to learning the hopes and aspirations that individuals across our state have for our Regent institutions. Revisiting our vision as well as developing and executing the plan to achieve that vision will require significant effort in the coming months and he welcomes the Senate's input today and in the days ahead.

The second 2008 - 2009 initiative is to develop a professional communication plan that more effectively articulates the positive impact and value of Iowa's public universities and special schools to the state of Iowa, it's citizens and society. He is basing this need around the need for funding because higher education funding is often the balance wheel of a state budget. In lean years, especially the early 2000's, our universities have not done as well as they might have. Individually, UNI, or Iowa State, or the University of Iowa, and to a lesser degree Iowa's School for the Deaf, the Braille School and public radio have each developed a strong connection with the communities they serve. However, they receive their funding from the legislature collectively as Regent institutions. The identity and value of what we do is not always well appreciated. He is asking for the Regents, with the help of the universities, to develop a professional communication plan. Most often these are referred to as Regent institutions but consider the different sense of ownership and pride conveyed to Iowans who helped support our universities by the phrase "Iowa Public Universities and Special Schools." They are working on that plan and should have it complete by the first quarter of 2009. We truly are the flagships of higher education in the state of Iowa, and as such we have both the opportunity and the responsibility to make the case for the social and societal value of higher education generally and Iowa's public universities in particular.

Regent Miles stated that the third initiative is in the area of affordability and financial aid, and he has directed the BOR office to prepare an analysis and recommendations to ensure that we're providing affordable access for Iowans to attend our public universities. This is being done for two reasons, the first being that we have seen over the last several years an erosion in public support for higher education, both at federal and state levels. In 1980 the Federal Pell Grant covered 72% of public university costs; by 2006 it covered only 30%. However, there has been an increase this year which will be helpful. In Iowa, from 2001 - 2007, we saw virtually no growth in state appropriations. We also have seen that Iowa lags in terms of our grant aid to students. On average, per capital grand aid across the country is about \$1000 per entering freshman; in Iowa it is \$115. Over about the last ten years tuitions have doubled, which means we've shifted responsibility from the federal and state government to individuals. There's no doubt the individuals that attend our universities benefit, but

they're not the only ones that benefit, there's both public and private good.

Regent Miles stated that the biggest impact is the second concern, student debt levels, noting that faculty are aware of this. 74% of undergraduate students in Iowa graduate with student debt placing us the second highest in the country. The average balance of debt at the end of 2007 was \$23,680, ranking us sixth highest in the country. That is a real perplexing issue and one that concerns him greatly because our tuition and fees are below median versus our peer institutions. In interviewing for an new executive director for the BOR last fall one of the candidates was very familiar with the New Hampshire system, who is in the top five of both percentage of students with student debt and levels of student debt. However, in New Hampshire they have among the highest tuition and fees in the country. Iowa does not, but we still have very high student debt levels.

Regent Miles cited what Thomas Jefferson wrote in 1807, and it's still true today, "The field of knowledge is the common property for all mankind." If we don't make it available to academically qualified Iowans of any financial needs then we're failing in our responsibilities.

Regent Miles noted that the final initiative for this year is an integrated and collaborative effort toward sustainability. It's clear there is a need to act in more sustainable ways across our society, and is one of the special challenges of our age, and is so important. The opportunity is so great that he believes this could be an all-Regent institution initiative even though the individual universities, and to a lesser degree the special schools, are doing something on their own. It is his belief that we can do more together.

Concluding, Regent Miles noted that every time he sets foot a the campuses of Iowa's public universities and special schools he's struck by the vision and foresight exhibited by the people of Iowa in establishing and supporting them. He's confident that the University of Northern Iowa's strong legacy of excellence in teaching, beginning with it's founding in 1876 and continuing through the present day, would make it's founders proud.

Regent Miles thanked the Senate the opportunity to speak today and asked for questions, comments, and any observations.

Senator O'Kane noted an anecdotal comment that he's noticed that more and more of his students are having to work more and more hours outside of the classroom. He asked if that is related to the student debt problem, and if so, where does the problem lie? Is it Iowa's economy, or the fact that grant support is at levels below what it once was, or both? It certainly seems clear that the more students have to work the poorer they do in class.

Regent Miles replied that he doesn't have all that data but he has been told that Iowa students work an average of 25 hours a week. It was shocking for him to hear this, as that is a full time job when your job is to be getting an education. He believes it is because there is less grant aid and more of the expenses have been shifted to students. The choice for students is how big do they want their loans to get, which are already pretty big, or how much do you want to work to some extent pay as you go? It is a real concern.

Senator Mvuyekure added that he received an email from a student who could not be part of a group work paper because he is working 40-50 hours a week.

Regent Miles noted that the 25 hours a week was the average, which means there are some that are working far in excess of that. The data that he's seen is that students working up to 20 hours a week, particularly at an on-campus job, doesn't seem to have a negative effect on them and may be some positive correlation between classroom performance and outside work. However, once it gets beyond that and adding off-campus jobs, there is a real deterioration. You do have to wonder when it now takes more than four years for students to get through if they wouldn't be better off not working and getting through that much more quickly.

Chair Wurtz, noting that anecdotal evidence is where you start thinking that there is something there that you need to pay attention to, had a discussion with her students on this and they expressed the opinion that "we" have told them that they are suppose to go to school. So they're kind of doing us a favor, they're being good kids by going to school. The attitude expressed is that we "owe" them for doing this. There are all kinds of ramifications on this but yes, we do tell them that but that needs to be worked out.

Chair Wurtz continued that many students have told her they don't buy the "sob story" on student loans and working because

it's to support a "lifestyle", it isn't to go to school. In describing her trails when she went to school, sharing space with cockroaches, as that was all she could afford, a student responded that she wouldn't go to school if she had to live with cockroaches. The lifestyle issue also needs to be explored.

Regent Miles replied that yes, it does, and he's also heard the same thing. They are trying to understand what it all means, if there is a problem or not. One of the interesting dimensions that shifts is as the student and their family's percentage of the total cost increases there becomes more of a consumer mentality, which changes the dynamics.

Senator East asked if there is a planned process for the development revision of the BOR's Strategic Plan? It sounded like all the institutions will be revisiting theirs; is there a planned process for that?

Regent Miles responded that each of the institutions have strategic plans which are at different points in their normal life cycle. The institutions will be involved in the overall strategic plan but will also make sure there's an interface so each of the institutions strategic plans can then be brought up to date. The University of Iowa, with a new president, would be writing a new strategic plan right now if the BOR's were not writing theirs.

Interim Provost Lubker commented that UNI is putting together a plan so we can hit the ground running as soon as the BOR's is complete.

Senator Bruess remarked that in the greater demographic picture of tuition, long-term trends show Iowa's population continuing to decline and that the population of college-age people also continues to decline. One way to address this is reciprocity with some of Iowa's neighboring states as far as tuition; has this been considered? He was shocked when he moved to Iowa to find that Iowa has no reciprocity with any of the neighboring states.

Regent Miles replied that it was raised at their first strategic planning meeting a couple of weeks ago. At the first level, you have to make some decisions about your desire to attract students, whether to grow the campus or continue at the same size versus financial considerations. One of the things they benefit from by not having these reciprocity agreements is the quality of the education that can be accessed from any of the

three university campuses is so high they are able to attract at a very attractive rate students from outside the state of Iowa. From a pure financial standpoint it's helpful

Secondly, Regent Miles continued, even though the contributions from Iowans to the general education budget used be about \$.75 out of every dollar; it's now below \$.50. If we were to charge the same tuition to someone from out of state, Iowan's would actually subsidize that education. If we could get a substantial percentage of those out of state students to stay in Iowa and live here, we might still want to do that. In looking at the demographic projections for Iowa, it's flat, with no growth in population, and even possibly declining. If there is some way to leverage the quality of higher education in Iowa to attract people to come and live in Iowa that would get a lot of traction.

Senator Funderburk noted that he works in the arts and doesn't have everything in Iowa due to the small population to maintain what they consistently need for things such as ensembles. That affects the educational quality of what we're able to offer to Iowans. The lack of sustainability can be demonstrated by any of the state high school football teams, most do not have hometowns with Iowa addresses attached.

Additional, Senator Funderburk continued, he has two examples from the last three years where top recruits from Iowa left the state because they could go to school out of state for less money than they could if they stayed in Iowa. In these cases they were offered more money than other students were and they could still go out of state cheaper. There is something that needs to be looked at there. The University of Iowa and Iowa State both benefit greatly from brining in the out of state tuitions; UNI does less. Maybe across the board there should be some consideration for reciprocity that could be applied for special talents, scholarship students initially, that are actually needed in the student body that can't be found.

Regent Miles responded that that is interesting. For someone from Iowa to go to a public university of similar quality outside the state for less money is counterintuitive, because Iowa is not very expensive. The elite institutions of higher learning in the country now have substantial enough resources that they can say to anyone that they want to come that it really doesn't matter what the family's income is. Harvard has now said that if your family makes under \$100,000/year they don't expect them to make any financial contribution at all.

However, there aren't that many slots at Harvard but that really gives them an opportunity to pick what students they want. The notion of giving reciprocity to students with high achievement is interesting.

Senator Neuhaus noted that people in other parts of the world could look at tuition costs and it was very affordable for them to come overseas for a lot less. However, restrictions on certain groups coming into the United States did get a bit more stringent. Is that a profitable thing to do or do we spend a lot of money recruiting?

Interim Provost Lubker replied that the Senate should invited Kurt Meredith, Interim Assistant Provost for International Programs, to talk about this. He has made some changes in what UNI is doing. UNI used to spend a lot of money for international students, and while we still help with that, we're leaning more and more towards those students paying some to be here. We're not able to continue to do it the way we had been, as it doesn't make economic sense to do it that way. There is an argument for bringing international students here from a diversity point of view, as is sending our students to other countries to study. However, when our students go abroad, they pay and we need to have more of that happening with students inbound to the UNI. Countries are different in that regards. For example, Swedes have no concept of tuition, they don't have to pay tuition, and why should they pay to go here when they can go for free at home. We are getting more and more students from China that are paying their own way. The students that we have here from Saudi Arabia are also paying tuition.

Chair Wurtz noted that Iowa has a governor and legislature that are supporting the use of community colleges and supporting the "Senior Year Plus" program where students are able to count classes taken in high school as college credit when they transfer to community colleges and then to a four-year institution. Is the BOR looking in to this, and if so, how?

Regent Miles replied that the BOR has not looked at it in the time he has been involved, the past fifteen months. However, he is interested in hearing thoughts on this. His initial reaction is that the articulation agreements that have been worked out between the public universities and the community colleges are a very positive thing. They help financially disadvantaged students to be able to get the best value for their dollars. A number of students can stay closer to home which works well. One of the things that he was astounded to hear is that most

college bounds students begin work in high school and that students are becoming more place-bound than they have been for many years. His initial reaction is that it's an important opportunity that we need to offer. We need to be guardians that the academic rigor and quality is there because public universities are in the best position to be able to set the appropriate standards and to monitor that. It is a stretch for the community colleges to get out of the more technical and trade areas once associated with them into the more core, liberal arts courses, but one that they have embraced. We have a real vested interest in making sure those core courses are delivered appropriately.

Senator Heistad commented the need for students to work outside of the classroom is one of the more visible problems here at UNI. One of the most invisible concerns on campus, perhaps statewide is sexual assault, and it seems as though it's occurring more than ever. Some of the more high profile cases that have come from the University of Iowa have included both criminal cases against faculty and other students, and there are also civil cases coming out against teaching assistants, faculty and students. It is her belief that for some reason some young women in Iowa City have felt comfortable enough to come forward. It is a widespread and growing problem, and the high profile of it now provides the Regents with an opportunity to take a leadership role on the issue. She wondered if the BOR has discussed this and what those discussions were.

Regent Miles responded that those discussions focused on how they handle sexual assaults once they occur. All five Iowa Regents institutions are to present at the December BOR meeting recommended policies, which are intended to implement best practices on campuses across the country. UNI is leading this effort, which is very much to the good, supporting allege victims while protecting the rights of allege perpetrators. What was clear with the case in Iowa City was that there were individuals who intended to do the right thing, and while the book was followed possibly not all the efforts were passionately pursued to do the best that could be done in that situation. However, those should improve.

Regent Miles continued that the BOR has not yet engaged in a great deal of conversation about what can be done to reduce the numbers of sexual assaults, and he welcomes the senate's thought on this. One common theme that arises is the use of alcohol.

Senator Heistad responded that she doesn't believe there have been more assaults now but for some reason in Iowa City there are a small number of people who are not afraid to report it. What happens many times is that there is a fear of reporting, which has been documented. Universities need to create an open and systemic process that would allow students to report sexual assault violence on campus. Often times the reporting is limited to one or two people close to the alleged victim who then have to support the victim through the rest of the semester if not the entire year. Our reporting process is really important and if students felt comfortable to report sexual violence we would know more about circumstances.

Regent Miles stated that the BOR is right in the middle of that process and Annette Lynch, UNI Design, Textiles, Gerontology and Family Studies is leading the effort and they will report to the BOR at the December 10 meeting. He's excited to receive their report but their charge was to bring the best practices from across the country to our campuses, and hopefully that will lead people to be more willing to step forward. And hopefully we can learn some more intervention methods to stop this from happening.

Senator Heistad noted that she hopes that conversation will be reported by the media because at this point the PR that's taking place is very negative. The Regents are being perceived as doing the clean up on this and it needs to be brought forward that the Regents are requesting this report.

Regent Miles responded that the BOR will do their best and on December 18 representatives from the BOR will be appearing before the Joint Oversight Committee of the legislature to report on new policies and procedures. There will be every opportunity for the press to report this.

Interim Provost Lubker added that from the work he did on the President's Task Force at the University of Vermont, and what he's seen at the University of Iowa, there is a very strong link between drinking and sexual assaults, and believes you cannot separate the two. We need to work with advocating responsible drinking.

Senator East noted that the idea of making use of local expertise, and it seems that the three Regents universities provide an awful lot of expertise in many areas. In the past the Regents and state government seemed reluctant to take advantage of the expertise, hiring firms from out of state to do

all sorts of things and many times not very effective reporting, etc. He'd like to encourage the Regents to encourage others within the state to take advantage of that expertise at the Regent universities.

Regent Miles replied that that point is well taken and noted that their mission is to not go out into the private sector within the state. Their thinking is that they have enough expertise at the three universities in communications that we can go there. If Senator East is referring to the law firm that was brought in to look at the sexual assault situation at Iowa, that was an out of state firm with expertise in those issues. They do try to leverage the expertise that we have here wherever we can.

Senator Bruess commented that there has been some discussion on campus about introducing a graduated tuition so that if you're in a certain college, such as College of Business Administration, students may pay a higher credit hour tuition rate than a student majoring in the College of Social and Behavioral Sciences. Is this something the BORs have looked into and come up with a program for all three universities?

Regent Miles responded that they have looked into it and are continuing to look at it. The tuition rates for fall 2009 were first presented to the BOR a couple of weeks ago and will be voted on at the December meeting. For example, the MBA programs at all three institutions will have a higher level of tuition than other programs. However, graduate programs often have different levels.

Interim Provost Lubker remarked that at Iowa their business school already has a higher tuition than the rest of the university for the last two years of the program. Iowa State has come in with a similar request as has the engineering programs at both Iowa and Iowa State. The rationale behind this is that faculty in those areas are paid close to double what faculty in other areas are paid.

Regent Miles continued that so far there is good student support for this. There can be some challenges at the undergraduate level because those students often times move around in majors. This is relatively new in our system, with the first at the undergraduate level being at the University of Iowa in their business program. The rate of growth from last year to this year is at a steep rate. Now that the door has been opened we're going to get some reshuffling. There are a number of

proposals like that in their tuition recommendations for the coming year.

Regent Miles noted that the background he's been given on community colleges and public universities is that several years ago it was more like a competition than collaboration. However, it appears to be a move towards collaboration, which seems to be positive. He asked the Senate for their feeling on the community colleges.

Senator Heistad shared an antidote that happened last week. A community college student came to look at the French program at UNI, in which she teaches. She has never had a student been as rude as this student was who expected to be able to get a degree in French in two years. He had been told that once he received his A.A. degree he could transfer to a university and would have two more years and be able to get his degree. She tried to explain to him that it just wasn't possible to do that and he left her office extremely upset that he couldn't get a degree in two years. She was shocked, but has heard of others who report students coming here expecting to slip right into a four year institution. While there might be collaboration in some areas, when it comes to the majors there might not be able to be as much.

Regent Miles asked hypothetically, if curriculum could be set for a particular student at a community college, assuming the academic rigor is there, and the program was laid out as we'd like it to be, could they then come to UNI and get a degree? Or, is it just that people don't get four-year degrees in four years?

Senator Heistad responded that if the situation was that good at the community college that would be amazing, and you wouldn't need the four-year institution, but that's not the case. Everything seems to attest to the fact the quality and rigor at community colleges isn't necessarily preparing the students for entering a four-year institution.

Senator East noted that part of the problem is that our majors are longer than two years. Community colleges don't offer those beginning major classes; they offer the things that everybody wants to take.

Regent Miles replied that he understand that, he was just trying to see if it was in a broader program.

Senator East continued, that in Computer Science, which he teaches in, community colleges offer certain kinds of computer related programs but they don't necessarily offer what is considered academic computer science. They often times offer technician and certification programs, and they may not have the faculty with the capability to do what would be considered a good job in introductory computer science courses.

Interim Provost Lubker added it takes the average major student beginning at UNI about 4½ years to graduate; about 33% of students graduate in four year. That puts us in the top of those schools like us, as we're very good at it.

Senator East continued that universities have a hard time paying computer science professors, and while they're not paid as well as business professors, community colleges have an even harder time. Part of the problem is that they can't supply the rigor or it takes more than two years.

Chair Wurtz added another anecdotal story, a student recounted to her taking a science class in high school. The same student also took a science class at a community college taught by the same instructor, with the same textbook, same syllabus, but was counted two different ways for transfer credit. This is a real problem.

Adding another element, Chair Wurtz noted that what is considered accounting that is transferred from high school to community college and then UNI is really bookkeeping.

Chair Wurtz continued, that students are working on a Liberal Arts foundation and much of that is taken at a community college, which many times includes a transfer credit from high school. There is a maturity factor to consider because many times when you read something as a high school senior, you are not going to read it the same as you would as a college student surrounded by others who are university material. We are undermining an awful lot of our core on a maturity factor level.

Senator Van Wormer commented that in the Social Work department they send notices to community colleges as to what courses students should take if they are thinking about continuing on at UNI and that's worked well. Students come to UNI ready to come into the professional part. Students can benefit from the two-year community college experience prior to completing a degree at a four-year institution. Around half of the students in UNI's Social Work come from community colleges.

Senator Funderburk remarked that in Music, and certainly in Music Education, the community college experience is not a possibility because it is a four year structured program. Those beginning course just aren't offered at community colleges.

Senator O'Kane noted that one of the possible problems has to do with three reasons community colleges draw students. First, it's near their home. Second is the lower tuition cost. Thirdly, it's easier to get into. Students that cannot get into any of the Regents universities can usually get into a community college, and not do particularly well at the community college, and then, because of articulation agreements the four year institution must take them. What they find in Biology is that on average those students that transfer in from community colleges have a GPA a full point less than other students who began at the four-year college. This is a problem and they look at it as having to drag these students that are not up to par with the other students along in the program.

Senator Hotek commented on collaboration versus competition, noting that he works with community colleges to develop articulation agreements with UNI's Industrial Technology Department. Students go from an Associate of Applied Science degree to a Bachelor of Science or Bachelor of Arts in Technology Management, Construction Management, Manufacturing Technology, or Technology Education. He has found that deans, department heads and presidents of the community colleges to be very collaborative and very interested in rigor and quality of their courses that they provide for our programs. The only problem he's found is that at times they try to substitute one of their courses for one of our upper level courses, but they soon find out they can't do that. He has not noticed any competition in his dealings with community colleges.

Regent Miles noted that community colleges seem to be more nimble and entrepreneurial in terms into opportunities, which is in part the nature of their charter. If a need arises, they will move in and address it. We should think about their relationship with high schools around the state in providing more and more of the core curriculum that you might find at our public universities. That may not be a bad thing but we need to think about how we ought to contribute there.

The second consideration, Regent Miles continued, is the geographic locations of our four-year institutions if students are becoming more placed bound. Iowa State in Ames is the

further west of the three four-year Regents institutions. There is a wide area in western Iowa that is not reached very effectively, more so now in the electronic age.

Regent Miles also noted that with the governor and the legislature now advocating that a certain amount of advanced courses should be provided by high schools, should the higher learning institutions be playing a role in this? With UNI as a leader in teaching it would seem natural to at least investigate this.

Senator Funderburk asked if there's been any discussion on the idea of making a more open sharing of faculty? From the community college standpoint one of the issues is they may not have qualified faculty to teach some of those courses that are required. Maybe there's a way that faculty here could teach those courses.

Regent Miles responded that this is something that he has thought about. There would be great opportunities for the faculty at the Regents universities to teach on community college campuses, but the pros and cons would have to be looked at. Expenses and productivity are also concerns to be considered and there are states around the country where the community colleges have pushed to offer four-year degrees. That situation would certainly change the face of education in Iowa and is a conversation that we should engage in, not be spectators.

Interim Provost Lubker interjected that community colleges pay much less than universities. In Psychology they are using graduate students to teach courses at Hawkeye Community Colleges, which is a good deal for Hawkeye because we know the quality of the course offered there because we teach it. And it's good for our graduate students because they get paid to teach those courses. Other nearby community colleges would love to get into similar arrangements.

Interim Dean Sue Joseph, Graduate College, noted that institutional research here at UNI shows that the 2+2 idea (two years at a community college and two years at UNI) is really kind of a myth because on an average transfer students who come to UNI after two years of community college spend three years at UNI. It may come down to the issue of improving our public relations.

Regent Miles noted that community colleges graduate about 50% of their students in three years. There are a lot of young people to educate and here in the United States the attainment of bachelor degrees has plateaued and where the U.S. was once first, we're now ninth in the world. We have other countries that are making more rapid progress and their populations are moving past us in terms of their educational attainment levels. We have some real challenges before us as to how we're going to address this. Iowa, compared to the rest of the world, competes much better than the U.S. as a whole. That's something we don't want to lose and would like to improve on.

Senator Hill noted that for students who actually take five years to graduate when they think it's only going to take them four years end up spending more money than they would if they would come to the four-year institution to begin with. Part of the professional communication plan should be to articulate why, even financially, it's of benefit for them to start here. In trying to slip into a major in the junior year, students don't have any sense of the institutional scene, what's required, how people think about things, and that there are added benefits to what we do here at the university as opposed to the community college. We should be able to articulate for our students why it's more important to come to a four-year institution from the very beginning. It's not just about dollars.

Senator Wurtz added to support that, noting that one of her students reported that the team recently competing in negotiations/mediations came away with really nice honors. Another student who didn't know much about this had a "why should I care" attitude. She was able to make the point that if they're sitting in an interview and they're asked "tell me about your university" and the only thing they can say is I paid my tuition and got my diploma, the interviewer won't be impressed. One of the things businesses care about is someone who will be committed to their organization. Learning how to do that, the best predictor of future behavior is past behavior; students with no history of commitment to an organization get short-changed.

Regent Miles noted that the public university system in California initiated a program a couple of years ago called "Know How To Go" which began around middle school educating students about the public university system and their opportunities to get a higher education. California has much bigger issues than we do but it is an issue that we have in common, educating students about opportunities. It's been

surprising to him the number of young people and their families that don't even consider it. Community colleges may be considered for some students in Iowa as students could live at home as it's not viewed as such a big commitment. The "Know How To Go" program enlightens students about the possibility of bettering themselves and improving the quality of their life, and is something that Iowa may well benefit from.

Senator Hotek finds a significant number of his students that articulate in from community colleges have a hard time leaving their jobs and/or spouses and children to take classes full time for four years.

Senator Neuhaus added that there are a large number of people out there, especially if the economy does not improve, that may think they have to do something very different from what they've been doing and the only way they can do that is by going through a university. And some of these people are in their thirties, or forties, or beyond. The community colleges have been pretty aggressive in assuring those people that they can still continue to do what they've been doing and go to school. That non-traditional population would have to make a huge sacrifice to get here.

Senator Funderburk stated that he's a pretty big fan of community colleges in the right situation. However, he's never really understood why the BOR would think that community colleges could deliver content that is equal for less money? If we're both offering prep courses, the same course, they should be similarly priced since they're under the same state system.

Regent Miles responded that the issue is that we can demonstrate outcomes assessments, which is a hot topic in higher education. If we can demonstrate through outcomes assessments that it is better than it's a great aid to us. Can students articulate between the need for a diploma to get a good job or the learning experience? We haven't done a good enough job with our legislators in saying that there is a qualitative difference. It is a delicate thing to do because you don't want to say community colleges aren't fulfilling their role but there is reason to believe there is a qualitative difference. But if you're going to say that then you need to be able to demonstrate it, which has been difficult to do in higher education.

Interim Provost Lubker added that there is a study coming to the legislature of the academic rigor in the first two years of the community colleges and the three universities.

Senator Funderburk reported an anecdotal example of a student that took off a semester of school to stay home to go to a community college to take courses to replace three failing grades. He reported he was able to sleep through those classes, save \$1500 and work at home for the semester, and return to UNI having taken care of that issue on this transcript.

Senator Marchesani noted that community colleges do a better job of encouraging students that are undecided or not certain to go there first. Universities don't do a very good job of promoting and marketing themselves to those students who would like to come to explore and solidify their ideas. Studies show that 90% of students are really not certain of what they want to do even though many have already declared a major. Community colleges do a much better job of promoting this. Students then come into the universities without the foundations and then can't move forward and they're disappointed because they have to take some pre-requisition classes to move on. That is something the state institutions and UNI could really promote, that chance to explore and then confirm and get into the system.

Regent Miles responded that those two years might be very well spent, even if it doesn't take much time off of a four-year degree. It would allow a student to grow, mature and understand what a classroom environment is like the level above high school, and many ways that it could be beneficial.

Chair Wurtz added that this is one reason she has very high hopes for the first year experience, "Foundations of Excellence." If we can really focus on what happens that first year we may find that it can really benefit students, and find out a few things about ourselves as well.

Regent Miles thanked the Senate for the opportunity to speak and gather input from them.

Chair Wurtz thanked Regent Miles for taking the time to visit with the Senate.

CONSIDERATION OF DOCKETED ITEMS

878 Emeritus status Request, James F. Fryman, Department of Geography, effective 6/08

Motion to approve by Senator Bruess; second by Senator Mvuyekure.

Senator Neuhaus noted that Dr. Fryman was not officially in the library; he was in the library both individually and with his student groups frequently. He was so excited about the possibilities that took place there and he was a favorite with the library faculty and staff. He was also an individual that worked across disciplines very well. The phrase "happy warrior" could be applied to Dr. Fryman; he demanded a lot from people but brought out a lot of good things from them. He worked well with his colleagues all across campus. The people at the library are sorry to see him to go because he was such a pleasure.

Interim Provost Lubker added that Dr. Fryman was a friend and he was a real decent person. When Interim Provost Lubker's much loved golden retriever died, Dr. Fryman let him come and play with his golden retriever.

Motion passed.

Chair Wurtz noted that the Senate has on the agenda Docket Item #879 Report and Recommendations on Research/Scholarly Activities, which was tabled at the last meeting. There is not sufficient time to discuss this, and Senator Soneson, who brought this forward, is not here and asked that this be continued until the next meeting.

Chair Wurtz also noted that the Senate also has on the agenda Docket Item #880 Diversity of Faculty/Staff and Students at UNI, which we received and felt at the time more time was needed to think about what action the Senate would take. Interim Provost Lubker was also not available at the previous meeting to discuss what was going on on campus. It was the Senate's desire to have this item remain on the docket to be addressed at the next meeting.

ADJOURNMENT

Motion by Senator to adjourn by Senator Bruess; second by Senator O'Kane. Motion passed.

The meeting was adjourned at 4:45 P.M.

Respectfully submitted,

Dena Snowden
Faculty Senate Secretary